

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

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Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other  
☐ Charter ☒ Title I ☐ Magnet ☐ Choice

Name of Principal: Ms. Debra DeDominicis

Official School Name: Fifth Ward Elementary

School Mailing Address:  
2590 Ridge Road  
Monaca, PA 15061-1248

County: Beaver County State School Code Number\*: 0682

Telephone: (724) 774-5129 Fax: (724) 775-4562

Web site/URL: www.monaca.k12.pa.us E-mail: debbied@monaca.k12.pa.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Dr. Michael Thomas

District Name: Monaca School District Tel: (724) 775-3252

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Michael Halama

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: 3 Elementary schools  
       Middle schools  
       Junior high schools  
       High schools  
1 Other  
4 **TOTAL**

2. District Per Pupil Expenditure: 14136

Average State Per Pupil Expenditure: 12050

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☐ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☒ Small city or town in a rural area  
☐ Rural

4. 4 Number of years the principal has been in her/his position at this school.

       If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	7			0
K			0	8			0
1			0	9			0
2			0	10			0
3			0	11			0
4	18	20	38	12			0
5	8	16	24	Other			0
6	10	16	26				
TOTAL STUDENTS IN THE APPLYING SCHOOL							88

6. Racial/ethnic composition of the school: \_\_\_\_\_ % American Indian or Alaska Native  
 \_\_\_\_\_ % Asian  
 \_\_\_\_\_ 6 % Black or African American  
 \_\_\_\_\_ 1 % Hispanic or Latino  
 \_\_\_\_\_ % Native Hawaiian or Other Pacific Islander  
 \_\_\_\_\_ 87 % White  
 \_\_\_\_\_ 6 % Two or more races  
 \_\_\_\_\_ **100 % Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 19 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	9
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	7
(3)	Total of all transferred students [sum of rows (1) and (2)].	16
(4)	Total number of students in the school as of October 1.	83
(5)	Total transferred students in row (3) divided by total students in row (4).	0.193
(6)	Amount in row (5) multiplied by 100.	19.277

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

N/A

9. Students eligible for free/reduced-priced meals: 50 %

Total number students who qualify: 44

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 11 %

Total Number of Students Served: 10

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>6</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>1</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>0</u>	<u>1</u>
Classroom teachers	<u>5</u>	<u>0</u>
Special resource teachers/specialists	<u>1</u>	<u>3</u>
Paraprofessionals	<u>4</u>	<u>0</u>
Support staff	<u>1</u>	<u>2</u>
Total number	<u>11</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	96%	95%	95%	96%
Daily teacher attendance	92%	97%	98%	98%	95%
Teacher turnover rate	0%	0%	0%	0%	0%

Please provide all explanations below.

Two teachers were on extended leave in the 2007-2008 school year, one maternity leave and the other extended sick leave.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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In order to understand what makes Fifth Ward Elementary School unique and successful, one must first understand the community where it is located and the organizational structure of the district. Monaca School District is situated within the Borough of Monaca, which is one of the smallest geographical areas in the state of Pennsylvania. Located in Beaver County, Monaca is a community that rests along the Ohio River and encompasses 1.9 square miles of land. Statewide, only 1.6% of Pennsylvania's school districts serve a smaller geographical area. The borough is comprised of a downtown retail area and a hilltop-based, bedroom community that overlooks the downtown area. The district's enrollment places it in the bottom ten percent of school districts within the State of Pennsylvania.

The borough's 638 public school students receive their education via the Monaca School District. The district is made up of four schools that exist in three buildings. C.J. Mangin Elementary School houses one class section of kindergarten through 6th grade. Located downtown, "C.J." services the children and families of the downtown community. Children on "the Hill" in grades kindergarten through 3rd grade attend elementary classes at the High School Elementary School. This is a wing of the senior high school that has been designed for elementary students. Upon reaching the 4th grade, the "Hill" students move to Fifth Ward Elementary School. Fifth Ward, located eight blocks away from the High School Elementary, houses 92 students in grades 4, 5, and 6.

The fulltime staff of Fifth Ward is comprised of five regular education teachers and one special education teacher. Supplemental services are provided by a variety of staff some of which are shared throughout the district. Quality instruction provided by the Fifth Ward Staff includes (1) the alignment of instruction with academic standards, (2) meeting student needs to attain the school district expectations for academic standards, (3) recognizing the complementary relationship between assessment and instruction and (4) using instructional tools that are effective. Instructional practices within the school are derived from a range of activities such as cooperative learning, inquiry-based activities, co-teaching, modeling and demonstration, the Socratic method, individual and group work, formative assessments, written and oral tests, quizzes, reports, worksheets, technology-based activities, mathematics manipulatives and calculators, journals, field-trips, simulations and visual illustrations and aids.

Our Instructional practices are designed to help students realize their full potential and are consistent with the goals and mission outlined in the district's strategic plan. Included are: students will conclude grades four, five and six having demonstrated proficiency in all areas of state mandated standards; every student within the school will learn to use his/her mind; and every student within the school will be prepared for life as a responsible citizen, a lifelong learner and a productive member of the 21st Century's global society.

The mission of the Monaca School district is to prepare all students to use their minds, talents, and abilities so that they may become independent responsible citizens, lifelong learners, and contributing members of society. The entire school staff, professional and support, is dedicated to meeting student needs. Education occurs in an environment where students receive personalized attention and are known to all staff members. Fulltime staff members are described as role models by student teachers that have worked with them and local colleges and universities regularly request to have student teachers placed at the school. Fifth Ward is a neighborhood school with a dedicated professional staff that not only seeks but also encourages a high level of communication and parental involvement. Students who attend the school learn in an environment where relatively few discipline problems occur and where teachers are encouraged to exercise academic freedom, be innovative, and to focus on student needs.

As a culminating activity, teachers and students celebrate with a sixth grade graduation where students are recognized for their achievements and commitment to the educational program. Literary celebrations, field days, Meet The Teachers Night, and numerous inter-grade activities are used to recognize and reward students.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

The data presented in the district's tables are Pennsylvania System of School Assessment (PSSA) scores for Fifth Ward Elementary School. An initial analysis of the scores will reveal that the only subgroup that has reported scores is "Free and Reduced Lunch/Socio-Economic Disadvantaged Students". Due to the school's size, there is not a sufficient number of students in any of the other categories to be reported by the state. There is, however, racial and ethnic diversity within the student population. Scores are displayed for every school year in the past five school years that the test was administered at a given grade level. A separate mathematics and reading table is provided for each grade level. The tables provide the percentage of students whose score placed them in the "Advanced" category and the percentage of students whose scores placed them in either the "Proficient" or "Advanced" category. Proficient and advanced are the two categories identified by the state as students having met the standard established for each specific grade level.

During the five-year period reported in the tables, there is a variance from year-to-year in percentage of students who scored at the proficient or advanced level. The trend from one year to another did not always indicate an increase in the percentage of students scoring at those levels. In tracking students who entered the school in the 2005-2006 school year as fourth graders, the increase in their scores showed marked improvement in both mathematics and reading. The fourth grade cohort had a combined proficient and advanced percentage of 52 in mathematics and 56 in reading. The percentage of students in that same cohort who scored at those levels in the 2007-2008 school year, sixth grade, improved to 83 in mathematics and 88 in reading. An improvement of 31 and 32 percentage points respectively. Students in the same fourth grade cohort identified as socio-economic disadvantaged students in 2005-2006 school year had a combined proficient and advanced percentage of 39 in mathematics and 54 in reading. The same cohort in 2007-2008, sixth grade, improved to a combined percentage of 100 in both mathematics and reading. An improvement of 61 percentage points in mathematics and 46 percentage points in mathematics. In the 2007-2008 school year, all sixth-grade students identified as economically disadvantaged met or exceeded the state established standard.

In analyzing scores from the 2006-2007 school year to 2007-2008 school year, one cohort's combined proficient and advanced scores decreased by one percentage point, 79 to 78. All others increased any where from 13 to 36 percentage points. Similarly, one cohort of economically disadvantaged students had a decline while all others increased. An examination of combined proficient advanced percentages for 2007-2008 indicates that all three grade levels performed at a high level on the PSSA in the area of mathematics and that scores increased from 60 combined percentage points in grade four to 88 percentage points in grade six in reading.

The school's tables seem to indicate that changes in educational programming have begun to take hold and that the staff is working in harmony to achieve the district's goals. They also indicate that more work needs to be done.

### 2. Using Assessment Results:

Assessment data are part of the comprehensive approach used by the district to address student needs and inform instruction. The process begins shortly after the district receives data. Data are collected, analyzed, and summarized and then presented to the professional and support staffs. Presentation of the data occurs at an afternoon in-service during which the staff is provided the opportunity to discuss the data, compare standardized test results with the results of teacher-developed assessments, identify areas of weakness or inconsistencies, and develop action plans designed to meet individual or district needs. Additional half-day



meetings are scheduled on a regular basis to continue the dialogue on data and to monitor and adjust previously made decisions.

Data are not the single determining factor in the decision-making process. It is, instead, a major factor used in conjunction with other indicators. Through a series of formal and informal meetings and discussions, teachers expand and refine the manner in which data are integrated into strategies designed to enhance instruction. A composite of individual students and the class as a whole is developed. Assessment results are analyzed across and between grade levels in effort to identify trends, inconsistencies, or gaps in the curriculum.

Teachers are provided the opportunity to look beyond the numbers and to be creative and freethinking in the interpretation and use of data. The process that is developed is more circular than linear to insure that all aspects of the problem are addressed.

### **3. Communicating Assessment Results:**

The ability to communicate performance and assessment results to parents is enhanced by the school's unique size and organizational structure. While teachers utilize traditional methods to communicate with parents, the school's organizational structure provides additional opportunities to communicate with parents in a variety of ways. The five classroom teachers, who work in a four through six departmentalized school, have each student every year for the three-year period those students attend the school and, as such, teachers develop an awareness of each child's strengths and weakness. Since the school's neighborhood setting provides for increased personal interactions between teacher and parent, teachers are provided the opportunity to frequently discuss student performance with parents. Additionally, the school's size permits classroom teachers to interact with one another across and between grade levels as well as with support and supplemental staff members. Conversations between staff members and staff members and parents promote a better understanding of the child and allow teachers to communicate performance and assessment results openly and honestly to parents. State test results are communicated to parents using state-developed guidelines and materials. The high level of communication creates an atmosphere where performance results are reported and interpreted in relation to the whole child and not solely limited to a specific content area. A district newsletter that focuses on assessment results is sent to all community members on an annual basis. The newsletter contains both a written and graphic explanation of the results. Results are compared to previous years and to state averages.

### **4. Sharing Success:**

Much of the sharing of the district's success that has been done to this point has been done on an informal basis. With three small elementary schools, a natural sharing takes place among staff members within the district. The building principal has shared the district's programs and successes with the members of the Beaver Valley Intermediate Unit's Curriculum Council. The organization is comprised of representatives from each of the 15 member districts. Curriculum Council meets on a monthly basis and addresses issues and timely topics related to assessment, standards, and best practice.

Whether Fifth Ward is awarded Blue Ribbon status or not, the principal and staff are willing to share with other districts, especially those with similar demographics or size, the school's programs and operational procedures. The nature and structure of the sharing would be tailored to the needs of the other district to the extent possible. The district is also willing to participate in formal programs developed or sponsored by the No Child Left Behind-Blue Ribbon Schools program.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

The Reading curriculum is standards based and focuses on critical reading skills, word study, comprehension strategies, study skills, and literary analysis. The basal reader is supplemented with several trade books throughout the school year. In addition to in-class reading, students are mandated to meet quarterly independent reading requirements through an individualized Accelerated Reader program. Students receive direct reading instruction supported by Title I Reading, special education, and certified teacher aides. Flexible grouping allows content to be adapted to meet the individualized levels of students while challenging learners to meet grade level standards.

Fifth Ward's English curriculum emphasizes the basic rules of grammar and all aspects of writing. Students' writing is evaluated four times a year. A core group of teachers as well as the building administrator evaluate and provide feedback to students and classroom teachers. Writings reflect on-going progress of the three types of writing: narrative, persuasive, and expository. Instruction in this area is delivered on a daily basis through the combined efforts of a regular education instructor, special education staff, Title I personnel, and certified teacher aides. This allows for a smaller teacher to student ratio promoting immediate feedback and reflection of student writing. Student centered stations are created to reinforce previously taught skills. Station co-teaching provides for additional practice through differentiated grouping. The technology portion of the English curriculum is generated through student research.

Mathematics curriculum comprises of research-based practices to drive student-centered instruction referencing a textbook, supplemental material, and Standards and Eligible Content released from the Pennsylvania Department of Education. Delivery of instruction focuses around co-teaching models utilizing the district's math coach, special education personnel, and certified teacher aides. Based on assessment data, differentiated learning groups are developed and instructional plans are collaboratively created. Individualized learning occurs through hands-on and/or problem solving activities requiring students to develop higher level thinking skills. Technology is incorporated with a web-based tutorial, Study Island. Students are held accountable to high-level standards by interacting at their individual academic level and pace.

The main focus of the Social Studies curriculum is United States History. In addition, Pennsylvania History is emphasized in grade four during one semester. All students are actively engaged and monitored through the presence of Title I teachers and special education staff in an inclusionary setting. Specially designed instruction incorporates the use of technology to access archives of historical significance. Hands-on learning opportunities are provided through a virtual classroom motivating students to acquire historical knowledge through making connections from the relevancy of the past to present day living.

The Science curriculum is composed of three areas: life, earth and space, and physical science. The curriculum is supported by the Title I program, building aides, and special education personnel. The lessons are standard based as designated by the state of Pennsylvania. The instruction is delivered on a daily basis through a combination of hands on approach, student modeling, and interactive technology. One of the goals of the Science curriculum is to activate prior knowledge that can be applied to new concepts and used to build and connect instruction to life experiences. Throughout the year, students are also challenged to apply inquiry skills and use the scientific method to experiment. Various resources are also used to allow the Science curriculum to come alive. These resources include, but are not exclusive to the science textbook, [www.ppst.com](http://www.ppst.com), [www.unitedstreaming.com](http://www.unitedstreaming.com), labs, and other online resources. PowerPoint's are also included so that the students can interact with teacher instruction. This Science curriculum prepares students to question, apply prior knowledge, and think critically to draw conclusions to various science concepts in and out of the school setting.

## **2a. (Elementary Schools) Reading:**

The Reading program is a multifaceted approach to enable all students to be successful readers with a focus on unique individual needs and learning styles. The program involves the use of the Basal Reader, Novels, Thematic Units, Author studies, Accelerated Reader and most importantly a concentration on developing critical reading strategies. The belief is that critical reading strategies not be relegated only to Reading and Language Arts, but rather it is an integral element of instruction taught in all content areas across the curriculum. The main objective of the reading program is that students acquire skills in reading and apply them in other classroom settings. Students are required to read and explore various genres of literature throughout the year, drawing on the knowledge of vocabulary, previous readings and personal experiences (prior knowledge) to promote a better understanding of text. For example, Social Studies afford students the opportunity to be exposed to biographies, autobiographies, and historical fiction resulting in the utilization of previously taught strategies, in order to acquire an understanding of the material. Reading strategies are also applicable in solving Mathematical word problems. Understanding or being able to comprehend the question is necessary before discovering the solution. Educating students on how to analyze a story structure, predict outcomes for a novel, and using the writing process to express their thinking, enhances the acquisition of reading skills. District created performance tasks; state materials anchors, and Buckle Down books, are incorporated within the instructional day with an emphasis on reinforcing and supporting all Reading sub skills.

## **3. Additional Curriculum Area:**

Technology at Monaca School District plays a vital role in providing each and every student with the essential skills and knowledge needed to become independent, responsible citizens, lifelong learners and contributing members of society.

By giving students the opportunity to initially feel comfortable with computer hardware and software to becoming experts at such programs as Microsoft Word, PowerPoint and Excel, Monaca offers a curriculum that will take them on to the next level of education and beyond.

Kindergarten students are introduced to such programs as Imagination Station and KidPix to enhance other curriculum areas and develop a deeper understanding in those areas. Exploration and a comfortable experience open the door to unlimited success using the technologies that are vital to their futures.

First and second grade students use age appropriate word processing, presentation and paint programs to scaffold their understanding of software packages while providing the solid foundation toward becoming experts. Teachers offer constant reinforcement and direction allowing students to comfortably move on to the next level of learning.

Third through sixth grade students develop the advanced skills needed to complete assignments related to other curricular areas. Word, PowerPoint and Excel, as well as effective Internet research techniques are the focus of these grades.

Our goal at Monaca is to teach these software packages so that they may be mastered and used effectively through middle and high school and beyond. Once a student reaches this level, they are able to use these packages with the confidence needed to succeed in any content area. The technology curriculum offered focuses on the present while reaching into the future where each and every student can succeed by using the skills acquired. What is taught can and will be used throughout their lives.

#### **4. Instructional Methods:**

Teachers are departmentalized by content allowing for subject area expertise as the foundation for instruction. Combining this expertise with the knowledge of Title I and Special Education teachers provides for collaborative efforts to be made to meet the diverse needs of all students. Co-teaching has become an integral part of the instructional methods used in our school to support an inclusive setting. All of the models of co-teaching: parallel, station, assistive, alternative, and team teaching are utilized as instruction is differentiated to allow students equal access to the general education curriculum. Assessment data is gathered and used to determine individual student proficiency levels. Based on this information, flexible student subgroups are developed and instruction is diversified to meet the needs of each subgroup. Progress monitoring is used to allow subgroups to be fluid based on individual needs, strengths, and weaknesses.

In addition to co-teaching, several other research-based practices are utilized to deliver and differentiate instruction to students including but not limited to: re-teaching, pre-teaching, direct instruction, literature circles, jigsaw, and small group instruction. School personnel pre-teach vocabulary and key concepts needed to comprehend instruction. Instruction incorporates the regular monitoring of reading fluency paired with corrective feedback for struggling readers. Word decoding and comprehension strategies are taught through direct instruction including but not limited to using affixes and syllables to chunk unknown words, activating prior knowledge, repeating reading, and self-questioning techniques.

Most importantly, teachers support each other's curriculum areas by connecting to other disciplines throughout lessons. Reinforcing to students the importance of the instruction that they receive throughout each school day and how it is relevant to their daily lives in relation to other content areas. This allows struggling students repeated instruction through a different modality while allowing other students to apply and connect learned knowledge.

#### **5. Professional Development:**

The school's professional development program, in order to provide impact and improve achievement has been redirected to not necessarily change but rather modify (in many cases) teacher behavior pertinent to their instructional delivery of subject content through their own involvement and self-evaluation. The new content (however) must be pertinent and appropriate in order to meet the expected benchmarks in those subject areas identified as weak that will provide the best chance for improving achievement tests.

To give an example, the District's professional development program over the past three years, has focused on ways to improve subject areas identified as needing improvement. In house in-servicing (brainstorming data results through departmental meetings) ensures a proper focus uniquely developed for the districts needs rather than just going somewhere to meet Act 48 credit requirements. The areas identified as needing improvement (through consensus and data analysis) are then addressed through curriculum change or modification with the option to use outside expertise from local universities and the local IU for input.

Curriculum meetings by subject are most beneficial to develop a positive instructional methodology that will do two things. (1) implement the change identified as being needed to meet state and national standards (2) sustain identified strength areas while addressing certain subject weaknesses in the district. As mentioned earlier the district assesses all new test results in terms of comparisons and cross referencing with all previous results within a three to five year period (listing said data by building, grade level and subject.)

By examining this data and doing specific curriculum modifications, instructional methodology from the distribution agent (the teacher) to the student has impacted classroom performance on a positive upswing to about 45% better grades as reflected by subject every nine weeks. In essence, the impact of this program has also shown improved performance on elementary assessment tests in particular.

## **6. School Leadership:**

Monaca School District has approximately 310 elementary students who are housed in three separate facilities: a K-3 building with 116 students, a K-6 building with 104 students, and a 4-6 building with 92 students. A single elementary principal is responsible for all three sites. The district's elementary configuration creates both opportunities and challenges and requires that the principal foster an atmosphere of shared leadership while continuing to be viewed as the educational leader of all three sites. The shared decision making process within the school is designed to increase staff autonomy, enhance the educational process, and create self-imposed accountability among staff members. This blended approach to leadership offers greater flexibility to the teaching staff, which results in greater efficiency and a system that is more responsive to student needs.

The efficacy of the educational system depends on the ability of the principal to both manage and lead. Meetings are scheduled at regular intervals throughout the school year to: discuss district educational programs and policies; establish clear, concise, measurable goals; and identify areas of potential conflict. During the meetings, the principal is an active participant engaging in and encouraging meaningful dialogue among staff members and between staff and administration. It is the principal's responsibility to articulate the school's goals and vision and advocate for the school's educational programs, students, and staff. The viability of the organization and program success depend on the ability of the principal to build consensus when it becomes necessary to establish priorities and allocate resources.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: PSSA

Edition/Publication Year: 2006/2007/2008

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	85	79	52		
% Advanced	37	14	22		
Number of students tested	26	28	27		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1				
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	71	67	39		
% Advanced	36	13	23		
Number of students tested	14	15	13		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The students in grade 4 were only tested in the years 2005-06, 2006-07, and 2007-08.

Subject: Reading

Grade: 4

Test: PSSA

Edition/Publication Year: 2006/2007/2008

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	60	54	56		
% Advanced	4	14	19		
Number of students tested	26	28	27		
Percent of total students tested	100	100	100		
Number of students alternatively assessed	1				
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	64	40	54		
% Advanced	7	13	15		
Number of students tested	14	15	13		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

The PSSA tests were only given to the 4th grade students in the years 2005-06, 2006-07, and 2007-08.

Subject: Mathematics

Grade: 5 Test: PSSA

Edition/Publication Year: 2004/2005/2006/2007/2008

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar	Apr	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	78	64	53	80	73
% Advanced	26	24	27	47	35
Number of students tested	25	25	34	30	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2				
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	58	63	57	67	73
% Advanced	17	13	19	44	18
Number of students tested	12	8	21	9	11
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Students in fifth grade were tested all five year.



Subject: Reading

Grade: 5 Test: PSSA

Edition/Publication Year: 2004/2005/2006/2007/2008

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Mar	Mar	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	67	52	50	60	60
% Advanced	11	20	9	20	20
Number of students tested	25	25	34	30	40
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2				
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	50	38	38	67	55
% Advanced	17	13	5	11	9
Number of students tested	12	8	21	9	11
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Students in grade 5 were tested all five years.

Subject: Mathematics

Grade: 6 Test: PSSA

Edition/Publication Year: 2006/2006/2008

Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	83	53	69		
% Advanced	46	16	28		
Number of students tested	24	32	29		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	32	57		
% Advanced	67	16	21		
Number of students tested	6	19	14		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Students in Grade 6 were only tested in the years 2005-06, 2006-07, and 2007-08.

Subject: Reading  
Edition/Publication Year: 2006/2006/2008

Grade: 6 Test: PSSA  
Publisher: McGraw-Hill

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing Month	Apr	Mar	Mar		
<b>SCHOOL SCORES</b>					
% Proficient plus % Advanced	88	53	72		
% Advanced	42	22	28		
Number of students tested	24	32	29		
Percent of total students tested	100	100	100		
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced Lunch/Socio-Economic Disadvantaged Students</b>					
% Proficient plus % Advanced	100	21	64		
% Advanced	33	5	21		
Number of students tested	6	19	14		
<b>2. Racial/Ethnic Group (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>3. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Advanced					
Number of students tested					
<b>4. (specify subgroup):</b>					
% Proficient plus % Advanced					
% Proficient plus % Advanced					
Number of students tested					

Notes:

Students in Grade 6 were only tested in the years, 2005-06, 2006-07, and 2007-08.